

Report
“Change through Culture”
Workshop organised by
Grandmother Project – Change through Culture (GMP)
Mbour, Senegal January 25-29, 2022



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Reflections by workshop participants

“Culture is the soul of society. Valuing and promoting this culture means to maximise the chance of success of all communal initiatives. Ignoring it compromises its success.”

Cheikh Ahmed Tidiane Diourf, Social Change Factory (SCF), Senegal

“Elders are the strongest link for transmitting values and perpetuating positive attitudes and behaviours to the younger generation.”

Ibrahima Toure, Community Health specialist, Senegal

“A systemic approach is a successful factor in the programs’ success, as it ensures inclusion of all family and community members in decision making.”

Aminata Ka, doctoral student, IPDSR, Senegal

“Everyone involved in development must accept community leadership, which guarantees lasting results.”

Baye Mor Talla Ndiaye, DECLIC, Senegal

“The process of changing social norms can only be done with a consensus at the community level, with intergenerational communication and understanding.”

Mamadou Ndoye, Family Direction and Protection of Vulnerable Groups, DFPGV, Senegal

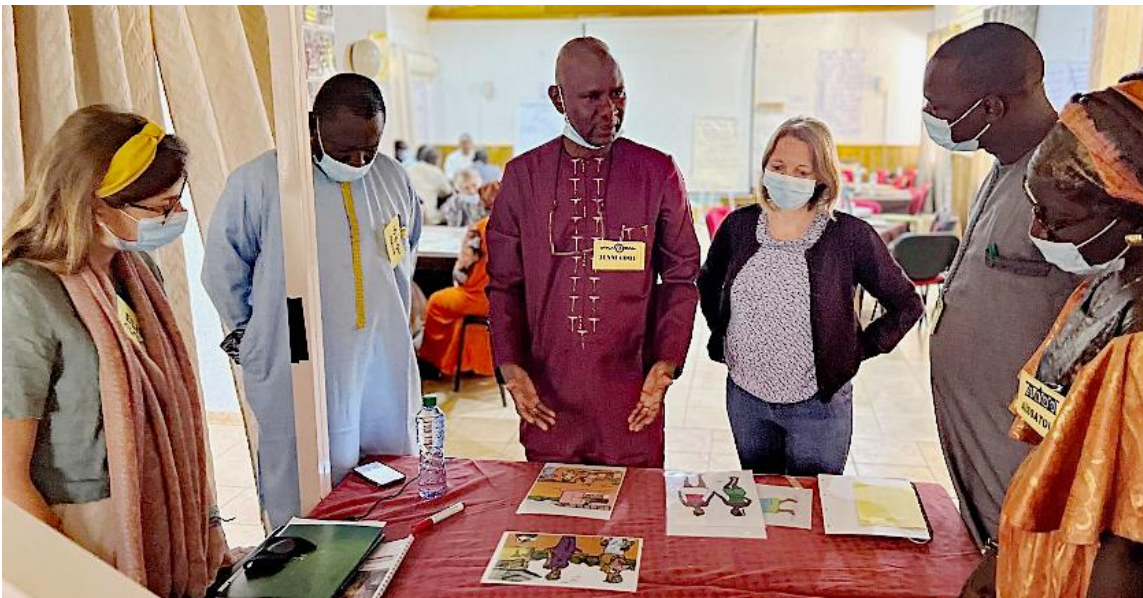
“One must understand that ‘Change through culture’ is an accurate APPROACH, an attitude that determines how a program perceives and connects with a community. It does not suffice to simply copy certain methodologies like intergenerational dialogue or the inclusion of GMs in a few activities.”

Julia LEHMANN, Plan International, Denmark

Some photos from the workshop



Modelling game



Meeting

Introduction:

This report on the workshop ‘Change through Culture’, organised by the Grandmother Project from January 25th to January 29th 2022 at Saly, in Senegal, presents the goals and objectives of this event. In addition to a content overview, the participants’ views and conclusions for each theme are presented. Finally, the workshop evaluation’s results by participants are also documented.

Grandmother Project (GMP) – ‘Change through Culture’, an American and Senegalese NGO, develops community solutions based on cultural values, takes into consideration the knowledge and experience of communities, and reinforces the roles

Box 1:

The pillars of the Grandmother Project – Change through Culture

- 1) The inclusion of culture in any development program;
- 2) Recognition and effective involvement of elders (grandmothers and grandfathers) in community programs;
- 3) Reinforcement of communication between the three generations and both genders;
- 4) Reinforcement of confidence and knowledge of leaders of all generations;
- 5) The use of communication approaches based on dialogue and consensus building;

of community leaders in analysing problems and allowing them to take charge. The work of GMP is based on five pillars.

Grandmother Project has developed « the Change through culture approach », which builds upon successful interventions that included grandmother’s in: education, nutrition and community health Programs in Senegal, Mali, Mauritania, Djibouti, Laos and other developing countries.

In each of the interventions in the countries mentioned, the involvement of grandmothers has contributed to increasing their communities' confidence in their knowledge and experience and to improving the results of the programs.

‘Change through Culture’ workshop’s goals

- To stimulate participants' reflection on key aspects of culture in community-based programs.
- To promote sustainable changes in norms and practices related to the well-being of women and children
- Reinforce confidence and competence of communities to support endogenous development.

Objectives of the workshop

Objective 1: Discuss Culture’s place in community life and in development programs.

Objective 2: Discuss the role of the elders in African societies and in development programs.

Objective 3: Identify the role of grandmothers in families and communities and their involvement in development programs for women and children

Objective 4: Identify the factors that explain why grandmothers have little involvement in development programs targeting women and children

Objective 5: Identify the differences between individualist and collectivist societies and their inclusion in development programs in collectivist societies

Objective 6: Discuss the difference between a linear approach and a systemic approach to problem analysis and program development

Objective 7: Discuss the three factors that contribute to the success of community programs

Objective 8: Discuss the unexpected negative effects of many development programs.

Objective 9: Learn from the results of the Change Through Culture approach in health, child protection, education and social infrastructure programs

Objective 10: Introduce the five steps of the 'Change through Culture (CPC)' approach for promoting the wellbeing of women and children

Objective 11: Discuss the rapid assessment to analyse the roles and influences of family and community actors (Step 1)

Objective 12: Analyse the role of family in the education and development of children and adolescents in an African social-cultural context (Step 1)

Objective 13: Discuss the importance of valuing culture and the role of elders, especially GMs, in promoting the wellbeing of women and children (Step 2)

Objective 14: Discuss the communication approach based on dialogue and consensus for lasting changes in social norms (Step 3)

Objective 15: Discuss the two opposite approaches to communication that can be used with communities

Objective 16: Discuss the adults' educational principles that promote engagement and change in communities

Objective 17: Discuss the communication tools and activities based on dialogue and critical reflection

Objective 18: Discuss the influence of formal and informal leaders in the process of social norms changes

Objective 19: Discuss the Communication and influence dynamics between older women and younger women in the community

Objective 20: Share the development under the guidance of GM leaders, to promote wellbeing of adolescents (Step 4)

Objective 21: Identify the attitudes and competencies of development officers supporting positive and lasting change within communities

Objective 22: Identify the contributing factors to programs' ownership and sustainability

Objective 23: Discuss key aspects of monitoring, evaluation and lifelong learning in a Change through Culture approach (Step 5)

Objective 24: Reflect on the application of the elements of the 'change through culture' approach in the participants' respective programs

Participants

Most of the workshop participants were from Senegal thanks to the support of UNICEF Senegal which sponsored ten participants from local organisations and four

from its staff. Thinkplace Senegal and Plan International Denmark sent one participant each. Most of the participants work in these non-governmental organisations which implement programs of health/nutrition, education and/or child protection.

GMP invited a former professor from the *École Supérieure d'Économie Appliquée (ESEA)*, a community health specialist, the coordinator of the *Office National de l'Enseignement Catholique du Sénégal (ONECS)*, and a professor at the *Centre de formation de l'ONECS*.

Workshop Organisation: Themes of the workshop

The content of the workshop program was formed around twenty-four themes in accordance with the twenty-four objectives outlined above.

Pedagogical approach of the workshop:

Participative methods for adult education were used in the workshop. These methods enabled the participants to:

- Reflect on their attitudes and experiences in community programs;
 - discuss the concepts that support a partnership approach with GMs;
 - reflect upon the possibility of using elements of this approach in their respective programs;
 - The presentation and discussion of the approach developed by GMP was conducted through a series of participatory learning activities, namely: individual exercises, in pairs, in small groups or with all participants, the analysis of cases, mini-presentations, role-plays and simulations.
- All learning activities were interactive.

Summary of the sessions

The content of the different sessions is briefly described below. Findings and comments from some participants related to each theme discussed are presented below

[Theme 1: The place of culture in life communities and in development programs](#)

In a group exercise, participants discussed the importance of culture in community life and development programs. They reflected on three quotes on the importance of culture in African societies. Each group drew conclusions about the extent to which development programs in their countries take culture into account.

During this discussion, the 'onion model' was presented (see box titled #2 on page 21).

This diagram shows the central influence of culture on individuals in relation to all aspects of life.

Participants' conclusion: We cannot have individual and social change if culture is put in the background. Culture is an asset and provides strength to programs rather than obstacles.

“Let us learn the cultural values passed down by our GMs to serve with the heart and soul in order to pass them down to the newer generation.”

Baye Mor Talla Ndiaye, DECLIC, Senegal.

“Culture is at the beginning and at the end of every development process.”

Ibrahima Touré, Health Community Specialist, Senegal.

Theme 2: The role of the elders in African societies and in development programs

This session revolved around the analysis of several quotes on the role of the elders in collective, non-Western societies, and more particularly, in African societies.

Conclusion of the participants: Because the elders are repositories of local knowledge, they should be involved in the entire process of development programs from identification project to follow-up evaluation.

“The elders who ensure the transmission of our culture from generation to generation, are essential and indispensable links to maintain the continuation of our cultural realities. Therefore, their involvement in the programs would be very beneficial for our communities.”

Mamadou Diop Ba, Coordinator CCA Sédhiou, Senegal.

Theme 3: The role of grandmothers in families and communities and their involvement in development programs for women and children

In a working group exercise, participants reflected on the roles played by grandmothers in the communities they work with. Each group created a diagram that showed the different roles they play in the family and in the community, such as: counsellor, mediator, protector and resource person for women and men.

Conclusion of the participants: Before expanding the program, a study must be conducted to understand the role of GMs considering their experience, knowledge, and influence on other members of the community. This information will help in understanding how to involve further GMs in the programs.

“GMs play an important role in maternal health and wellbeing of women and children.”

Aminata Ka, Doctoral student, IPDSR, Senegal.

“GMs play a multidimensional role in family and community.”

Ibrahima Touré, Health Community Specialist, Senegal.

Theme 4: The factors that explain why grandmothers have little involvement in development programs targeting women and children.

In groups of three, participants brainstormed to list the different factors that explain the limited involvement of grandmothers in development programs for women and

children. After analyzing various factors, participants concluded that these factors were mostly based on unfounded biases against them.

Participants' conclusion: There are no good reasons not to involve GMs in programs that benefit women and children. On the contrary and given their position and experience in society, they can act as important resources.

“The motives of non-involvement of GMs in our programs are only prejudices. They are an authority to supervise young girls and assist women in all domains.”

Charles Justin Bassène, ONECS, Sénégal

Theme 5: Differences between individualist and collectivist societies and their inclusion in development programs in collectivist societies

In pairs, participants were asked to rank characteristics of both types of societies on a two- column chart. Participants also reflected on the types of societies in which the communities they work with live.

Participants' conclusion: Most of the programs are designed and/or influenced by international organizations which, above all, have an individualist perception and aim to change individuals' behavior. In collectivist societies, the individual is strongly influenced by the group; this makes it necessary to reflect on how to develop programs that take into account the characteristics of these African societies to promote collective changes in social norms.

“In collectivist societies, an individual alone cannot take a decision without having the approval of those around him. Therefore, in community programs, it is imperative to involve influential people of the community.”

Aminata Ka, Doctoral student, IPDSR, Senegal.

Theme 6: The difference between a linear approach and a systemic approach to problem analysis and program development

In many community programs, the linear approach used target risk groups that are often referred to as "target groups." For example, in a program to reduce pregnancy, if a linear approach is used, it is the girls who are targeted. In this case, other categories of people, such as boys, grandmothers and mothers who may also have influence over these issues, would not be targeted. In a small group exercise, participants made a "systemic" analysis of identifying the set of people who influence issues such as excision, breastfeeding and early marriage.

Participants' conclusion: For all programs aiming to bring social change within a community, it is important to use a systemic approach which allows the involvement of community actors who have influence on the problem targeted.

“A community assimilated to a system requires the involvement of all community members for a positive change. Furthermore, one must initially identify the people involved for the program to be successful.”

Sydo Diallo, AJS, Senegal.

“The success of the community programs depends on the interaction between different elements of the community system. Each element that constitutes the system is of utmost importance. The elders, which have long been underestimated in this system, must find their place in the programs to reinforce the impact of said programs.”

Cheikh Ahmed Tidiane Diouf, SCF, Senegal.

Theme 7: Three factors that contribute to the success of community programs

American researchers in community development analyzed many programs in the health, agriculture, education and child protection sectors. They identified three factors that contribute to program success.

These are:

- 1 characteristics of the community;
- 2 characteristics of the approach adopted;
- 3 characteristics of development agents.

The participants discussed the importance of each of the above and decided that the three factors have a direct influence on the failure and success of a community program.

Participants’ conclusion: The development programs must focus on intervention strategies that take into account communities’ characteristics, use appropriate methodologies and determine appropriate behavior for health and development workers. No development program could succeed without seriously taking these three factors into account.

“The three factors that contribute to program’s success can pave the way for all programs, from conceptual stage to monitoring and evaluation stages.”

Soukeyna Ba Diallo, UNICEF, Sénégal

Theme 8: Unexpected negative effects of many development programs

A research project entitled "The Time to Listen" was carried out in 20 countries with 6,000 interviewees in order to obtain their opinions on development programs.

The conclusions of the research were presented and deal with five key themes:

- Development programs have increased community dependency and passivity.
- Development workers do not have the time to build trust with communities.
- Programs do not take into account existing structures/leadership in communities.
- Agents have their own schedule and they are in a hurry to implement their activities.
- There is usually too much money in programs that needs to be spent too quickly.

Participants’ conclusion: During their involvement, development programs should listen to the communities. It also is necessary to take more time to establish trusting

relationships with the community and to understand them to prevent doing more damage than good.

“Taking the time to listen to the communities to understand their mode of functioning and create a trusting relationship, is one of the keys of development programs’ success.”

Ndeye Magatte Gaye, UNICEF, Senegal.

Theme 9: The results of the Change Through Culture approach in health, child protection, education and social infrastructure programs

The GMP approach focuses on two types of results, regardless of the program area: Changing standards and practices for health, child protection, education or other topics.

Strengthening social cohesion in families and communities and their ability to initiate actions together to promote the well-being of the family/community.

A table of results of the approach ‘Change through Culture’ in the areas of nutrition, health, child protection and education and social infrastructure was presented, and participants have provided their opinion on the results obtained.

Conclusion reached by the participants: The GMP’s approach based on roles and values is very pertinent. It allows to stimulate community engagement and to obtain convincing results in the targeted areas.

Theme 10: The five steps of the ‘Change through Culture (CPC)’ approach for promoting the wellbeing of women and children

The approach developed by GMP for promoting changes in community norms and practices is organised around five key aspects (outlined in Box #3). For each step, the facilitators have provided explanations and examples of activities relating to each step.

Participants’ conclusion: The five steps of the CPC approach are pertinent for conceptualising and implementing strategies which reinforce roles and cultural

Box #3: The key steps in the ‘Change through Culture’ approach

1. Analysis of the role and influence of family and community actors related to the well-being of women and children
2. Enhancing the culture and role of elders, especially grandmothers, in promoting the welfare of women and children
3. Community dialogue on priority topics related to children and women to reach consensus on practices to be encouraged and discouraged
4. Strengthening the capacity of grandmother leaders to promote change of norms and practices in the community
5. The evaluation and documentation of results against changes: norms and practices; social cohesion and community skills

values. These strategies also enable community involvement and community-driven change.

“The five steps of the ‘Change through Culture’ approach shows a systemic approach based on cultural roles and community involvement.”

Mamadou Ndoye, DFPGV, Senegal.

Theme 11: Rapid study to analyse the roles and influences of family and community actors (Step 1)

Every study is based on a conceptual framework that defines the information that needs to be collected. The GMP conceptual framework has been shared. It defines three types of information that must be collected:

- Cultural norms and practices
- The roles of family members
- Cultural values and traditions related to the welfare of women and children.

The participants discussed the importance of the collected information. They participated in a simulation exercise to determine roles and degree of influence of different family and community actors.

Participants discussed the importance of obtaining these three types of information (above). A simulation exercise was conducted to determine family and community actors’ roles and degrees of influence.

For GMP, the formative study has two objectives:

1. To obtain the different types of information (specified above)
2. increase respect and value for the cultural context from the team conducting the survey

Conclusion (by participants): In the case of such studies, it is essential to take into consideration the normative and structural aspects of the local culture.

Theme 12: The role of family in the education and development of children and adolescents in an African social-cultural context (Step 1)

An important aspect of the initial study in the CPC approach is an analysis of the role of family and other members in relation to the problems/themes considered. Nigerian sociologists, Iganus and Haruna (2017), declared: **“In all human societies, family is at the heart of the society. Family is considered the backbone of a social organisation, and is responsible for all vital tasks, particularly those which have an impact on essential human needs.”**

In pairs, participants reflected on the importance of the above concept in their respective countries and on the essential tasks for which the family is responsible

Conclusion (by participants): As natural unit and basis for society, family must be included in development programs.

African family values, mutual respect, and cohesion must be promoted in development programs alongside the communities.

There is a need to rethink development programs with an emphasis on social-cultural values of communities.

Theme 13: The importance of valuing culture and the role of elders, especially GMs (Step 2)

This step involves acknowledging the importance of the culture, elders and especially of grandmothers. The enhancing of these elements can be done in several ways, but the focus should be on:

1. the attitudes and behaviors of development agents towards culture and elders, and
2. certain activities that can be used to show respect and value culture and elders.

To increase the valuing of culture and elders, especially grandmothers, it helps to strengthen community engagement with this program and development workers. The fact that the community is involved contributes to their participation, their ownership of the program, their openness to new ideas and the possible change of standards and practices. This approach motivates grandmothers to participate and open up.

Conclusion (by participants): The elders constitute an inexhaustible resource but are underestimated in strategies for social and cultural change. Therefore, to be engaged in the community, elders must be taken into consideration at each intervention stage.

“Valuing culture and the role of the elders within the community is the key to motivate and involve all corners of community through respect. Hence, it is the first step towards a lasting change in social norms.”

Elisa ORBANANOS, Thinkplace, Senegal.

Theme 14: The communication approach based on dialogue and consensus for lasting changes in social norms (Step 3)

The choice of the approach intending to promote changes in social norms depends on how the methodology for the process of change is conceptualised.

In elaborating a community-level communication strategy for changing norms and practice, one must reflect first on “Whom to implement the approach on”, and “Which communication approach to use”.

To help communities to reach a consensus on which norms and practices to accept or reject, two elements of communication strategy are recommended:

1. Catalyse reflection and dialogue within existing communication networks
2. Creation of new communication networks

Participants' conclusion: It is necessary to prioritise and facilitate dialogue between different community changemakers to reach a consensus on bringing lasting change in social and cultural norms.

“The agent in charge of implementing intergenerational communication should never use directive methods, but rather methods which enable an increased participation. Community members should be viewed as changemakers, not ‘targets’ or ‘beneficiaries.’”

Mamadou Fofana, facilitator, Senegal.

Theme 15: Two opposite approaches to communication that can be used with communities

In all community, communication and educational activities play a vital role. Different methods of communication have different impacts on the communities.

During an exercise in pairs, participants reflected on “which communication approach to adopt?” They organised a collection of words in two categories, those which describe a directive approach and others which involve an approach based on dialogue. Participants recognised the inconvenience of a directive approach and concluded that an approach based on dialogue is advantageous.

Participants' conclusion: To change social norms, activities encouraging communication should be used to stimulate participation and reflection between community changemakers.

“Intergenerational communication is an important lever which must be integrated in development programs to stimulate changes in behaviour and social norms. This communication should be intergenerational, but also between communities and stakeholders through dialogue.”

Yaka Tine, UNICEF, Senegal

“The module based on communication was very inspiring because it has allowed us to notice the words, we must use to enable better communication; to see the interest in intergenerational involvement of both sexes to establish a good dynamic within communities.”

Babacar Sy, Coordonnateur CCA Kolda, Senegal

Theme 16: Adults' educational principles that promote engagement and change in communities

American anthropologist, Benjamin Paul, evaluated various community programs and concluded that they did not take into consideration cultural realities of communities and proposed the ‘myth of the empty vase’. In development programs, communities often are interpreted as being empty vases and development officers think that it is sufficient to fill them with new ideas for changing their current behaviours.

Similar to Benjamin Paul’s idea of the myth of the empty vase, Paolo Freire, the ‘grandfather’ of adult education, has distinguished the *bank deposit approach* from

an ‘approach based on dialogue’. The first approach consists of « depositing » knowledge in the minds of community members, which contribute to submission and a dependency. However, the second approach ‘based on dialogue’ enables critical communication and reflection. It also contributes to develop self-confidence, a sense of autonomy and search for consensus between community actors/changemakers.

Most development programs involve adults and/or adolescents. Therefore, a key principle in the adult education is to take into consideration their experience. For this reason, communication and educational activities should allow them to share their previous experiences and knowledge and reflect on new information.

Participants’ conclusion: It is important for all development agents to know the principles and methodologies of learning involving adults to improve dialogue, reflection, and decision-making by the communities.

“Adult learners need respect, patience, and confidence to ease the process of acquisition. An adult learns better through ideas and past experiences but remains open to new information.”

Ibrahima Touré, Community Health Specialist, Senegal.

“The different approaches used in adult education have shown that all adults improve beginning from their knowledge and values.”

Yaye Fatou Kiney Sarr, SCF, Senegal

Theme 17: Communication tools and activities based on dialogue and critical reflection

The extensive meeting enabled participants to immerse themselves in four main activities of GMP, based on the principles of adult education.

1. Game of GMs’ wisdom
2. Intergenerational forums
3. Coded images to catalyse group discussion on problem solving
4. Stories-Without-an-Ending

Following explanations of the four activities, participants revisited the characteristics of adult’s education activities that promote learning to determine the extent to which these activities respect the principles of adult education discussed in section #16. (See Theme 16 above)

Participants’ conclusion: Activities based on the principles of adult education presented during the meeting are pertinent and useful for community work and can be adapted towards a diverse set of themes.

“The intergenerational forum allows to reinforce social cohesion at the community level. In addition, many problems can be solved thanks to the forum because communities get the time to discuss and find their own solutions.”

Aminata Ka, Doctoral student, IPDSR, Senegal

Theme 18: The influence of formal and informal leaders in the process of social norms changes.

In every community, formal and informal leaders have an influence on other community members and on the social norms which dictate acceptable and non-acceptable behaviours. It is important to identify these two types of leaders and establish relations built on confidence with both. The different steps involved in collaboration with the different leaders have also been discussed.

Participants' conclusion: To allow development programs to be successful, it is important to identify formal and informal leaders and collaborate with them given their influence on the community.

“It is not only important to identify the formal and informal leaders, but we also must organize them and reinforce their competencies.”

Aïssatou Niang, Gender Unit Ministry of National Education, Senegal.

Theme 19: Communication and influence dynamics between older women and younger women in the community

A peer-to-peer exercise stimulated reflection on the endogenous communication system that exists in communities between women of childbearing age and grandmothers. The discussion also highlighted the role and influence of grandmother leaders who exist in any community, rural or urban.

Participants reflected on the existence of GM leaders, their role, characteristics and how they can be involved in development programs.

Participants' conclusion: It is important for all programs concerning women and children to involve GM leaders as well as other GMs. Old women have strong influence on women of child-bearing age (FAP).

Theme 20: Development under the guidance of GM leaders, to promote wellbeing of adolescents (Step 4)

The presentation on GMP's experience with the “under tree” training of GM leaders allowed participants to become familiar with the five main objectives and the pedagogical methodology used with illiterate GMs.

Participants' conclusion: Development programs concerning children and adolescents should reinforce the ability of GMs to communicate with the younger generation about their knowledge of the adolescence stage. Thus, GMs should be able to supervise adolescents better.

“The reinforcement of the capacity of GM leaders is an asset for the success for programs intended for adolescents, women and children.”

Aïssatou Niang, Gender Unit Ministry of National Education, Senegal

Theme 21: Attitudes and competencies of development officers supporting positive and lasting change within communities

Development officers constitute the interface between a program and communities. Many exercises have been introduced to identify the qualities, attitudes, competencies, and behaviours of development officers supporting development of communities.

Participants' conclusion: During the recruitment of Development Programs officers, prioritize should be giving to the values, attitudes, and behaviours of candidates, in addition to technical competencies.

“Technical competencies often are the most important during the recruitment stage of field officers. In reality, attitudes and behaviours of field officers are also crucial.”

Malick Gueye, UNICEF, Senegal

Theme 22: Contributing factors to programs' ownership and sustainability

Each participant individually identified the necessary factors that contribute to community ownership of programs. Then, the participants identified from their list three high-priority factors relevant to reinforce their programs/community projects.

Participants' conclusion: The involvement of different changemakers from communities in all steps of a program can help ensure ownership and sustainability.

“To ensure program's assimilation, we must reinforce intergenerational communication and make the elders key changemakers.”

Babacar Sy, CCA Kolda coordinator, Senegal

Theme 23: Key aspects of monitoring, evaluation and lifelong learning in a Change through Culture approach (Step 5)

In a 'Change through culture' approach, the two components of evaluation and documentation are:

1. Changes in health practices/nutrition/child protection, etc;
2. Changes in the capacity of community actors to organize and analyse problems, devise strategies to solve these problems and enact solutions.

Participants' conclusion: It is important for programs to review their follow-up and evaluation process, integrate continued learning and involve actors at different levels of the programs (managers and stakeholders).

Theme 24: The application of the elements of the 'change through culture' approach in the participants' respective programs

Participants shared the recommendations which they will undertake in their respective programs' structures:

1-Department of Family and Vulnerable Groups' Protection

- a. Integrate the change through culture principles in development school curricula
- b. Review the concept of empowerment through emphasis on family and societal values
- c. Respect and value the role of the elders in family and society, and involve them in development programs

2-Gender Unit Ministry of National Education

- d. Facilitate collaboration between school and communities towards integrating positive cultural values
- e. Reinforce the capacity of SCOFI members in the Gender Unit Ministry on the 'Change through Culture' approach
- f. Advocate within the Ministry for implementing the pedagogical guide and the five booklets on cultural values integration within formal and informal schools

3-National Office of Catholic Schools of Senegal

- g. Create a module on educational values at the Centre of Professional Training of Private Catholic Teachers
- h. Supervise teachers in their school for implementing cultural values in Catholic schools

4-UNICEF

- i. Co-build programs with communities by integrating GMs
- j. Take into consideration the transmission of positive cultural values within programs

5-Association of Jurists of Senegal

- k. Share key elements of the CPC approach with other members of the association and project leaders
- l. Use never-ending stories in our communication activities

6-THINKPLACE

- m. Integrate the « Change through Culture » approach in our research plan (specifically the elements of intergenerational dialogue and appreciation of cultural values).
- n. Reinforce attitudes and competencies of our designers and research assistants before going into to the different communities

7-Plan International Denmark

- o. Brainstorm with other members of the team and partners on how to integrate key elements of the CPC approach
- p. Develop communication tools for social norms changes in relation to FGM for UNICEF Mali

8-DECLIC

- q. Share with departmental leaders and volunteers the place of culture in community development programs for lasting change
- r. Take into consideration the principles of adult education in the activities involving communities

9-Change Factory

- s. Give the elders the opportunity to play their role fully by associating them in all steps of the projects/programs (Program presentation/program activities – orientations – integration within key indicators – etc.)
- t. Integrate GMs in girls' rights defence through l'AOJS-DF and the Kaaraange Jigeen project (Discussion group – advice – sharing experiences – games – etc.)

10-Institute for Population, Development and Reproductive Health

- u. In my research, take into consideration informal community leaders as I hadn't integrated this aspect, giving that they are essential drivers (of community change) in addition to influence the community
- v. Try to convince my director to use a systemic approach as a mode of analysis. This would allow me to integrate all the different levels in my

research (family, community, culture). When managing pregnancies, we know that these levels are important and play a role

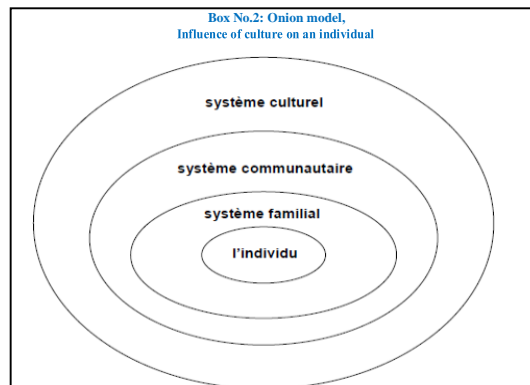
11-Youth promotion project/Teen advice centre

- w. Organise activities which integrate GMs within clubs for young girls
- x. Organise sponsorship activities around GMs
- y. Reinforce intergenerational communication

Evaluation of workshop by participants

At the end of the workshop, participants completed a written evaluation of the training. The results of this evaluation are very positive in terms of their assessment of the workshop content and also of the participative pedagogical approach.

On a scale of 1 to 10, the global average appreciation for the workshop was 8.6. Regarding the pedagogical approach used, the average was 8.9. The evaluation results show that participants appreciated the workshop because of the themes discussed and the pedagogical interactions. They shared the opinion that this five-day workshop was at the same time pleasant, stimulating, and pertinent for their respective programs.



List of the participants of the workshop Change through Culture, from the 25th January 2022 to the 29th January 2022

Name and Surname	Organisation	E-mail address	Telephone Number
Mr Mamadou Ndoye	DFPGV	m.ndoye@yahoo.fr	00 221 77 655 47 04
Mme Ndeye Soukeyna Ndoa	UNICEF	nsndao@unicef.org	00 221 77 455 09 31
Mme Yaka Tine Demba	UNICEF	ytinedemba@unicef.org	00 221 77 522 02 59
Mr Malick Gueye	UNICEF	mgueye@unicef.org	00 221 77 532 63 86
Mme Ndeye Magatte Mbaye	UNICEF	nmbaye@unicef.org	00 221 77 319 27 30
Mme Aïssatou Niang	MEN	aissatou1979@yahoo.fr	00 221 77 545 68 42
Mme Aminata Ka	IPDSR	aminatakanov93@gmail.com	00 221 77 374 82 52
Mr Mamadou Diop Ba	Coordonnateur CCA Sédhiou	bakeldiopba@live.fr	00 221 77 618 48 62
Mr Babacar Sy	Coordonnateur CCA Kolda	ndiougue01@yahoo.fr	00 221 77 523 25 32
Mr Salif Kanouté	DECLIC	kanoutesalif@gmail.com	00 221 77 517 30 24
Mr Baye Mor Talla Ndiaye	DECLIC	bmtndiaye@gmail.com	00 221 77 558 05 47
Mr Cheikh Ahmed Tidiane Diouf	Social Change Factory	cdiouf@socialchangeactory.org>	00 221 77 478 57 39
Mme Yaye Fatou Kiney Sarr	Social Change Factory	ysarr@socialchangeactory.org	00 221 77 140 39 03
Mme Sydo Diallo	AJS	sydo86@hotmail.fr	00 221 77 662 95 48
Julia Lehmann	Plan International Danemark	julia.lehmann@planbornefonden.dk	00 229 67 81 51 02
Elisa Orbananos	Thinkplace Sénégal	elisa.orbananos@thinkplace.sn	00 221 77 665 90 38

Charles Justin Basséne	ONECS	charlesbassene1@gmail.com	00 221 77 564 09 24
Ibrahima Touré	Manager Programmes de Santé	itoure61@gmail.com	00 221 77 507 42 43
Mamadou Fofana	ESEA	diamakan18@gmail.com	00 221 77 553 53 28
Frère Charles Biagui	ONECS	charlesbiagui@outlook.com	00 221 77 639 22 15
Mamadou Coulibaly	GMP	mamadoucoulibaly@grandmotherproject.org	00 221 77 531 94 83
Judi Aabel	GMP	judiaabel@grandmotherproject.org	00 221 77 508 82 54
Khadidiatou Leye	GMP	khadycisse@grandmotherproject.org	00 221 77 630 10 35